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ABSTRACT

This document describes a model for regional training of Head Start personnel. It reports on a training symposium convened to clarify the objectives and methods involved in Head Start's commitment to serving handicapped children. Participants were divided into small groups and were encouraged to actively discuss, question, and share their reactions. Consultants worked with each small group separately. Some of the goals of the 2-day program were: (1) orientation to Head Start's responsibility toward the handicapped, (2) providing participants with background information about handicapped children, how to work with such children in integrated settings and available community resources for serving these children, (3) providing Head Start participants with a replicable training model, (4) giving parents information about Head Start's commitment, and (5) identifying attitudes toward handicapped children in a safe, facilitative environment which was conducive to sharing and learning. The agenda for each day of the program is included. (DP)

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A MODEL for REGIONAL TRAINING for HEAD START SERVICES TO HANDICAPPED CHILDREN

presented

at the

NATIONAL TRAINING WORKSHOP

on

HEAD START SERVICES TO HANDICAPPED CHILDREN

St. Louis, Missouri

May 22 to May 24, 1973

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A HEAD START TRAINING SYMPOSIUM ON THE HANDICAPPED CHILD

The Task

To provide a large number of Head Start personnel with an orientation to Head Start commitment to serve handicapped children.

To provide participants with an overview and characteristics of handicapped children and develop community resources.

Do all of this in the shortest time frame possible.

The Format

Training a large group (over 60) by trainer assuming a "Tavistock like" posture, utilizing small participant "support groups" to process, analyze and represent learnings.

Providing numerous (as many as there are participants in the smallest support group) skill modules with expert consultants for learning "how to do it..."

Providing time for support groups to share module learnings.

Requesting "a product" - namely "back-home training". (See attached)

Rationale

This process is not designed to provide answers, only to train participants to know what questions to ask.

Participants learn best through experience, sharing, and by demonstrating what they learn to their peers. Consequently the "support group" becomes the basic mode of learning through sharing and telling, analyzing and representing learnings in some creative way to the assembled group. "Back-home planning" is the other product of the training. Attitudes, skills, resources are developed by participants in their support group, through opening relationships with other Head Start personnel and community resource people. The whole format can and should be replicated in whole or in part at the local level.

Geography

Training is done in a convenient geographical, common sensical cluster which conforms to state regulations, social service planning district or health planning district.

Participants

Head Start directors, Head Start educational directors/ supervisors, Social Service supervisors, Parent Involvement workers, a representative parent, selected teachers, Health worker, Mental Health worker or psychologist and/or supervisors. In addition, representatives from the local Health department, Social Service department, voluntary agencies serving handicapped children such as Cerebral Palsy Center, Easter Seal, Mental Retardation Centers, State association for retarded children, Developmental Disabilities, etc.

Note: The "guests" should be asked to participate, not present; thus they can and do develop personal relationships with the Head Start family for further contacts and training.

Objectives

-Orient participants to Head Start's commitment to serve handicapped children.

-Provide participants with an overview and characteristics of handicapped children.

-Provide participants with some knowledge of how to work with handicapped children in an integrated setting.

-Provide participants with skills, contacts and materials to identify community, educational, medical resources who serve handicapped children for ongoing contacts, recruitment and training.

-Provide Head Start participants with a replicable training model so that they may repeat the training and activities in the local level for staff and parents.

-Identify local consultants for further training and skill development.

-Provide parents with knowledge and understanding of Head Start's commitment to handicapped children.

-Provide an opportunity for sharing experiences, knowledge and training so that participants will share "back-home".

-Provide an atmosphere for learning, sharing and resource development.

-Identify participant attitudes towards handicapped children.

Procedure

A two (2) day symposium at a residential setting.

Materials

Each participant receives a kit which includes:
a pad and pen for journal
Transmital notice - Head Start Policy Manual
OCD Notice N-30-333-1
Agenda
"Back-home Planning"
List of local resources

Optional: Day Care #8, Rainbow Series #13, Film list, consultant list, etc.

Space

1 large auditorium-like room with smaller rooms available for modules and support groups. Plenty of coffee and tea.

Note: Residential training is best to insure the interfaces of Head Start personnel, community resources and trainer/ consultants.

SUGGESTED AGENDA

DAY 1

9:00- 9:30 am — Registration - Coffee and buns

9:30-10:00 am — Greetings: some important personage working with handicapped or college president or C.E.C. chapter president, etc.

Administrivia: Sleeping, facilities, etc.
Outline of objectives
Outline of schedule

Note: This first formal contact is very important. It should begin on time. Time and boundaries should be rigidly adhered to. It is also important to point out that the symposium is two (2) days in length, designed in such a way that one must attend in full in order to derive full benefits from the program.

10:00-11:00 am — Key note address: If possible bring an important National OCD person or Regional Office V.I.P.

Purpose: To inform participants of importance of task. Explain legislative mandate, respond to questions regarding mandate, guidelines, etc.

11:00-12:00 noon — Dyadic Encounter - 40 min.

Purpose: To provide an opportunity for each participant to become acquainted with another participant (not from their program) for future contacts, sharing of ideas, exchanging impressions.

Source: "A Handbook of Structured Experiences for Human Relationship Training", Vol. I, II, III.
or
"Building Teams" from the same source.

Note: It is essential to provide a task to facilitate the formation of the support group. A task could be: identify resources in your group or plan a group vacation or decide if you want to break for dinner and go till 8:30 or continue straight through until 6:30.

Form Support Group (up to 8 people) - 15 min.

Purpose: To provide an informal setting for participants to share ideas, exchange learnings, exchange views, evaluate activities, maintain journal.

Journal

Purpose: To generate the data needed to activate support group. The following questions should be responded to in the Journal:

What did I learn today?
How can I put together what I learned today for back-home sharing?
What more do I need/want to know?
How do I feel? Why?
Am I going to change? Attitudes? Ideas?

Note: The Journal is private.

12:00- 1:30 pm Lunch

1:30- 3:30 pm Who Are The Handicapped? - a verbal and visual presentation on Handicapped and Handicapping conditions.

Note: Speaker should be a specialist in the area of special education who believes in mainstreaming. Source can be this writer's material: Exceptional Children In Head Start. Films can and should be included i.e. "We Can Grow".
(See OCD National Workshop film list.)

3:30- 3:45 pm Break

3:45- 4:45 pm Experiential Process: Identify your attitudes towards handicapped children

Purpose: Have participants identify their attitudes towards handicapped children without judgement, participate in exercise in order to have the experience for repeating the process back home.
or
Dialogue with Community Resources
or
other experiential activity that will get participants to move about.

4:45- 5:00 pm General Session - Analyze Experience
Charge the support group.

PSOCOA

5:00- 6:00 pm Support groups meet to analyze day's events, learnings, record in journal. Prepare a creative presentation of the day's learnings, either a visual, a skit, paper bag dramatics, "sandwich board", anything.

Note: Trainer should have available in sufficient quantity scissors, crayons, magic markers (assorted colors), construction paper, string, wool, glue, felt, cloth, etc.

6:00- 7:00 pm Town Meeting - Support groups present their creations. Total assembled group discusses day's events, gripes, and may make suggestions for the next day's sessions. Support group to decide who goes to what module.

Note: In a residential setting it may be desireable to break at 5:00. Have support group meet over dinner; reassemble the participants at 7:30 or 8:00 for the culmination of the day's activities.

It may also be beneficial to assign a facilitator/consultant to each support group if staff is large.

Being on time, starting and ending is essential. It sets the norms for the symposium. Participants who come late should feel and know that they missed something. I begin on time even if there are only two participants. I don't repeat anything I have said. If participants have missed out, they can ask those who came on time. They won't be late again.

7:00 Have a good time!

DAY 2

9:00- 9:15 am General Session
Describe the day's events. Reemphasize the importance of the support group, back-home planning, and any other important issues.

9:15-10:30 am Modules

Note: At least 8 modules covering different topics. Each support group will send a representative to a module. Module leader should have a handout-outline of module objectives and procedure. Participants are expected to tell what they learned to their support group.

Purpose: To provide participants with the widest possible exposure to ideas, skills, consultants, and issues in order to know what questions to ask and how to plan for back-home training.

Sample Modules

A. Interagency cooperation and communication
A "road map" to community, state agencies.

B. Issues in the education of handicapped children.
Individualizing for children's needs.

C. Classroom activities for hearing-impaired children.

D. Classroom activities for visually-impaired children.
etc.

E. Parent counseling

F. Health services - Medical aspects of handicapped children

G. Adapting physical facilities and teaching methods to working with physically impaired children.

H. Administration, supervision and planning for training of Head Start staff.

10:30-10:45 am — Coffee Break

10:45-12:00 noon — Support groups meet to share learnings and seek consultants for special needs.

Purpose: To provide experience in sharing. Learn how to negotiate with consultant.

12:00- 1:00 pm — Lunch

1:00-1:15 pm — General session - Reassemble back-home group. Restate and explain back-home training plan. Request back-home training plan (steps to be taken to effect plan) by 2:45.

1:15- 2:45 pm — Back-home groups meet to develop steps for back-home training. Consultants should be available for contracting for back-home training.

2:45- 3:15 pm — Review and evaluation of symposium.
Either by "Dear Staff" letter in which each participant states what they learned and what they would do if they were in charge,
or
Use a reaction form you have developed,

Collect back-home training plans.

Good bye'

Note: Consultants should be available to respond to questions, meet special needs, and encourage participants to contact them for further training.

The "Tavistock posture" of rigidity, coolness, time keeping and apparent power by the lead trainer facilitates the accomplishment of the objectives and the smooth transition from one activity to the other. The support group time "absorbs" any anxiety, hostility or rebellion created by this posture. Consequently, support groups are an essential process to the success of the symposium and they facilitate working with large numbers, 150 plus, by one or two trainers. The National Workshop was a good example of this.

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Appendix 1

HEAD START TRAINING SYMPOSIUM ON THE HANDICAPPED CHILD

Back Home Training

Rationale: Provide an opportunity for back home group to design training events necessary to prepare local staff, parents and community for the enrollment of children with special needs.

Procedure: Back home group will meet and design the training events based on learnings from Symposium.
Each back home group is encouraged to call on any of the resource people present here to act as their consultants.

In designing the training events, it is suggested that you follow the following format:

I. Goals/objectives

List the goals, skills that you wish to attain. Be specific.

II. Identify current level of performance, knowledge, skills among your staff, parents, community.

-What skills are available?
-Who knows what?
-Who knows who?

III. Groups related to the accomplishment of the goals.

List who is to be trained.
Don't forget: cooks, teachers, parents, etc.

IV. Set priorities for goals.

-Which goals/objectives are most important?
-When?
-"You can't do everything."

V. Methods to be used in training, how are you going to do it?

-Inservice day
-Course work
-Special technical assistance
-Love in, etc....

VI. Resources used in training

-People resources
-Community resources
-Films
-Places to see
-Colleges

VII. Projecting a training calendar

-When are you going to do it?

VIII. Evaluation/feedback

How will you know that you have accomplished your training objectives?

-If you stated your objectives explicitly your evaluation should follow directly.

Source: Training Format for Training Delivery
Prepared by Task Force II;
Department of Health, Education and Welfare, Region III
Chairperson: Denise M. Johnson, Training-Staff Development Specialist
Modified: J. Lapides, Ed. S., Training Specialist

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